



St John Bosco Early Learning and Childcare Class

Improvement Plan

2026/27

Planning framework

As part of Children's Services, [insert establishment name] has developed this improvement plan to address the needs of our setting in line with the local and national priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

OUR VISION, VALUES AND AIMS

Our Vision

Our vision for our children at St John Bosco Early Learning Class is for everyone to be safe, happy and learning in an environment where each individual is respected; where families are valued as partners in their child's learning; where children are stimulated, engaged and challenged; where the Rights of the Child are evidenced in our daily interactions; where sustaining our world is a message that is promoted throughout our community and beyond.

Our Values



Our Aims

The aims of our service are:

- For each individual to feel respected.
- For all families to feel valued as partners in their child's learning.
 - For children to be stimulated, engaged and challenged.
- For the Rights of the Child to be evident in our daily interactions.
- For sustaining our world to be promoted throughout our community and beyond.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents/carers. We used a variety of methods of getting the views of those who are involved in the life and work of St John Bosco Early Learning & Childcare class, these can be found below.

Throughout session 2025-26 consultation with partners continued. Regular parent council meetings continued in our early learning and childcare class, and these. Fundraising has supported learning and teaching throughout the school through the purchase of resources.

Consultation with Staff: (

- Weekly staff collegiate meetings/curriculum development meetings
- Annual Professional Review and Development meetings for all staff in the ELC Class
- Evaluation of the service using How Good Is Our Early Learning and Childcare (HGIOELC), Building the Curriculum 1-5 Series,
- Staff consultation activities as part of In-Service and planned collegiate activity.
- Quarterly children's progress/target meetings.
- Collaborative meetings.
- Team Around the Child meetings
- Curriculum leadership roles and remits e.g. Dolly Parton, Imagination Library leader and Forest Schools Champions

Consultation with Children

- Child/Pupil questionnaires and evaluations.
- Individual child learning journey profile folders in ELC Class.
- Individual Care Plans with parent/carer input in the ELC Class.
- Learning area Floorbooks which all children can access in the ELC Class.

Consultation with Parents

- New Entrant Induction Days
- Stay and Play sessions for ELC Class parents.
- Team Around the Child (TAC) meetings
- Collaborative meetings.
- Parent Council
- Reporting to Parents, ELC Class – Two parents evening, Care Plans updated regularly, ELC Class – school transfer of information for all children progressing to primary school
- Questionnaires
- Newsletters

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

Consultation with Partners

- Local Area Admissions Panel meetings (ELC Class)

- Collaborative meetings
- Team Around the Child (TAC) meetings
- LISN group for ELC Class
- Bargarran Primary School – campus partner
- St Anne's Primary School, St Catherine's Primary School, St James' Primary School & Trinity High School – cluster partners

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our plan meet the needs of the establishment and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include

- Monitoring calendar which ensures a rigorous approach to self-evaluation and quality assurance
- Regular staff meetings – planning meetings & room meetings
- Monitoring of planning and evaluations of learning
- Monitoring and tracking of children's learning and attainment at learning conversations
- Termly Wellbeing meetings to monitor impact and/or identify areas of support/challenge required
- Progression Toolkit Data
- In-Service Day
- Multi Agency working with our external partner agencies e.g. health and social work
- Family consultation e.g. sway questionnaires

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Raise attainment in literacy with a focus on listening and talking.**NIF Priorities**

Highlight as appropriate

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i> In session 2025/2026 there was a 20% increase in the number of pre-school children demonstrating consistently literacy measures in the Early Years Progression Tool. From analysis of Progression Toolkit Data our interventions in relation to syllable awareness and rhyme, during session 2025/2026 made an impact on whole establishment attainment however, this continues to be a gap. In June 2025, 5% of pre school children were demonstrating consistently the following measure: 'I can identify and tap out syllables'. In June 2026, there was an increase to 39%.	<i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i> By June 2027 maintain 80% and above of pre school children demonstrating consistently literacy measures. By June 2027, increase to 60% of pre school children demonstrating consistently the following measure: 'I can identify and tap out syllables'. By June 2027, increase to 80% pre school children were demonstrating consistently the following measure: 'I can recognise words in songs, games, poems and play that rhyme'.	<i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i> Whole Establishment Progression Toolkit Data & Individual Tracking Data Floor books, observations and scrapbooks will demonstrate a focus on talking and listening. SLT Monitoring – playroom experiences Family stay and play evaluations Family Dolly-Bratton evaluations Levels of engagement in group time	<i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i> In session 2026/2027 continue to imbed Talk for Writing approaches. In session 2026/2027, make use of high quality literacy resources to support teaching and learning in playrooms. By June 2027, maintain our 100% uptake of children signed up for Dolly Parton's Imagination Library. This will ensure all children in the ELC Class have access to high quality texts at home. By June 2027, monthly bookbug sessions will continue to be facilitated for all children and families lead by identified staff member.

In June 2025, 25% of pre school children were demonstrating consistently the following measure: 'I can recognise words in songs, games, poems and play that rhyme'. In June 2026, there was an increase to 63%. In August 2026, we have been allocated a 0.5 FTE graduate. Their role will be to support curriculum development and learning and teaching approaches within the establishment. There will be a particular focus on supporting attainment for pre school children in these key areas. In August 2026, we will have a new space in the ELC Class to develop. This is a small room which can be used for targeted interventions. In May 2026, ELC Class practitioners collegiately identified resources to support Talk for Writing and talking and listening. These were purchased however, have not yet been utilised to support teaching and learning. In February 2026, ELC Class practitioners collegiately discussed the development of large group time. There was a focus on	Almost all pre school children will access targeted support in our newly developed space in the ELC Class.		By December 2026, we will continue to run highly successful family learning opportunities including soup packs and stay and play sessions with a focus on literacy and numeracy. This session there will be a focussed activity for families to engage with. By December 2026, we will have developed a backdrop planner for large group time. By December 2027, we will have developed our new area in to a flexible space which can be used for a variety of interventions. By June 2027, all children in the 3-5 rooms will have access to small group literacy experiences with a focus on listening and talking in our newly developed space.
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increasing children's engagement and ensuring progression and depth.

ELC Class family feedback from Stay and Play sessions indicated that families preferred a focussed activity as opposed to free flow play.

Improvement Priority 2 – Raise attainment in numeracy with a particular focus on the development of number, money and measure.

NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i> In session 2025/2026 there was a 12% increase in the number of pre-school children demonstrating consistently numeracy measures in the Early Years Progression Tool. From analysis of Progression Toolkit Data our interventions in relation to number and counting during session 2025/2026 made an impact on whole establishment attainment however, this continues to be a gap. In June 2025, 33% of pre school children demonstrated consistently the following measure: 'I can touch and count objects accurately and consistently in a range of contexts to 10 and can recognise that the last number I say is the amount I have counted.' In June 2026, this increased to 43%.	<i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i> By June 2027 maintain 80% and above of pre school children demonstrating consistently literacy measures. By June 2027, increase to 60% of pre school children demonstrating consistently the following measure: 'I can identify and tap out syllables'. By June 2027, increase to 80% pre school children were demonstrating consistently the following measure: 'I can recognise words in songs, games, poems and play that rhyme'. Almost all pre school children will access targeted support in our	<i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i> Whole Establishment Progression Toolkit Data & Individual Tracking Data Floor books, observations and scrapbooks will demonstrate a focus on talking and listening. SLT Monitoring – playroom experiences Family stay and play evaluations Levels of engagement in group time	<i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i> In session 2026/2027 continue to imbed Stages of Early Arithmetical Learning In session 2026/2027, make use of high quality literacy resources to support teaching and learning in playrooms. By June 2027, maintain our 100% uptake of children signed up for Dolly Parton's Imagination Library. This will ensure all children in the ELC Class have access to high quality texts at home. By June 2027, monthly bookbug sessions will continue to be facilitated for all children and families lead by identified staff member. By December 2026, we will continue to run highly successful family learning opportunities including soup packs and

In June 2025, 32% of pre school children demonstrated consistently the following measure: I can recognise how many without having to count. In June 2026, this increased to 57%. In June 2026 10% of pre school children demonstrated consistently the following measure: 'I understand the purpose of money and can demonstrate this during role play or everyday situations.' In August 2026, we have been allocated a 0.5 FTE graduate. Their role will be to support curriculum development and learning and teaching approaches within the establishment. There will be a particular focus on supporting attainment for pre school children in these key areas. In August 2026, we will have a new space in the ELC Class to develop. This is a small room which can be used for targeted interventions. In May 2026, ELC Class practitioners collegiately identified resources to support Stages of Early Arithmetic Learning. These were purchased however, have not yet been utilised to support teaching and learning.	newly developed space in the ELC Class.		stay and play sessions with a focus on literacy and numeracy. This session there will be a focussed activity for families to engage with. By December 2026, we will have developed a backdrop planner for large group time. By December 2027, we will have developed our new area in to a flexible space which can be used for a variety of interventions. By June 2027, all children in the 3-5 rooms will have access to small group literacy experiences with a focus on number, money and measure in our newly developed space.
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In February 2026, ELC Class practitioners collegiately discussed the development of large group time. There was a focus on increasing children's engagement and ensuring progression and depth. ELC Class family feedback from Stay and Play sessions indicated that families preferred a focussed activity as opposed to free flow play.			
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Improvement Priority 3 – Raise attainment in health and wellbeing with a focus on emotional and racial literacy and inclusion			
NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions

<i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i>	<i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i>	<i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i>	<i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i>
In session 2025/2026 there was a 12% increase in the number of pre-school children demonstrating consistently health and wellbeing measures. We have identified gaps in health and wellbeing attainment through Progression Toolkit Data: In session 2025/2026 39% of pre school children demonstrated consistently the following measure: I can recognise the emotions of others and show empathy for them In session 2025/2026 47% of pre school children demonstrated consistently the following measure: I can express my needs, feelings, and concerns to others. In session 2025/2026 we created RNRA action plan. In the coming session we are going to be implementing elements of our	By June 2027 maintain 80% and above of pre school children demonstrating consistently literacy measures. By June 2027, 75% of pre school children will demonstrate consistently the following measure: I can recognise the emotions of others and show empathy for them By June, 2027, 75% of pre school children demonstrated consistently the following measure: I can express my needs, feelings, and concerns to others. By June 2027, all children in the ELC Class will have a wellbeing target set and reviewed termly. By June 2027, almost all children in the target group of children with identified	Whole Establishment Progression Toolkit Data & Individual Tracking Data Floor books, observations and scrapbooks will demonstrate a focus on talking and listening. SLT monitoring of care plans and targets RNRA Floorbook RNRA Core Group Minutes Wellbeing assessments Team Around the Child Minutes and Children's Plans to monitor effectiveness of targeted interventions	Educational Psychology will support with development of nurture space. Practitioners will work with Educational Psychology to develop targeted interventions for identified children such as Identi Play, TAC PAC and Attention Bucket. Support from Educational Psychologist as appropriate throughout session 2026-27. Timetable of focused nurture activities established. Collegiate and moderation opportunities to explore wellbeing targets.

action plan including embedding our relationships policy. Across our ELC Class there is a significant proportion of children with identified additional support needs (ASN). In session 2025/2026 29% of children have additional support needs in the ELC Class and as such these children will require support to access the curriculum. Support for children is offered both universally and as a targeted approach through Renfrewshire's Staged Intervention Framework. Due to the nature of the environment in the ELC Class, it can be challenging at times to find spaces to implement targeted interventions. In August 2026, we will have a new space in the ELC Class to develop. This is a small room which can be used for targeted interventions. In February 2026, we introduced Health and Wellbeing targets for all children. This is at the early stages and the impact of these will be monitored in session 2026/2027.	additional support needs will experience a reduction in dysregulation. By June 2027, almost all children in the target group of children with identified additional support needs will have increased engagement in learning experiences.		
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We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, “Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.” Within our ELC Class we recognise that all children may not see themselves within our curriculum. Therefore, we recognise the importance of engaging with the Building Racial Literacy programme as a way to ensure that all learners are empowered and recognised within our curriculum.	Enhanced understanding of race and racism amongst children and practitioners. Increased cultural awareness and sensitivity amongst children and practitioners. Integration of diverse perspectives and histories into the curriculum. Increased confidence amongst children in discussing issues of race and identity. Increased confidence amongst staff to effectively address issues of race and racism in playrooms. Greater involvement of parents/carers in discussions and initiatives related to racial literacy. Enhanced support for children from diverse racial and ethnic backgrounds.	Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions. Practitioner audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions. Professional development evaluations.	All staff to take part in Professional learning input delivered by HT. Within this training all staff to complete Cultural Competency Tool & NVR Anti-Racism Journey survey. <i>In-service Day 1 - 17.08.26</i> Links to training modules on race and diversity will be shared with all staff. Children’s books and media on diversity and inclusion highlighted and shared with children.
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